

Managing the Paperless Classroom

Mary Hall
CFF at Warwick High School

The Components

- Roles

- Instruction / Communication

- Collaboration

- Research

- “Collecting” and “Returning”

- Assessment

- Record keeping and reporting: Grades, attendance, seating

(cont.)

- The Good and the Not So Good
 - Problems
 - Pluses

Instruction

- Online programs: Moodle
- Jing
- Podcast
- Bloggs
- Aggregators/Readers of RSS feeds

Research

- Databases
- Primary sources in addition to secondary and tertiary sources
- Not just Google searches: Deep Reading

Collaboration

- Wikis: <http://wikispaces.com>
- Blogs: edublogs.org
- Voicethread <http://voicethread.com>
- Discussion

Turning In Work

- File naming protocol: mHall_CFFKeynote.key
- Submission through Moodle/Blackboard
- Blogs: edublog, Voicethread,
- Turnitin: interface through Moodle

Assessment/Feedback

- Artificial intelligence
- Mark-up view in Word
- Blogs: Comments/Replies
- Moodle/Blackboard

Recording/ Reporting

- Electronic gradebook
- Web posting of grades
- Moodle/Blackboard
- Online programs

Problems

- Returning work with feedback can be problematic:
 - put in folder, zip, upload to moodle
- Students who do not have internet access at home:
 - provide lab time

(cont.)

- Students who do not have CFF software at home

- 1:1

Pluses

- Work can be turned in at any time or place via networked computer
- Teacher can receive at any time or place via networked computer
- Multiple readers can read simultaneously
- Appearance is uniform
- Can refer to linked information

(cont.)

- Supports multi-media projects



Resources

- Furr III, Grover C. From "Paperless Classroom to "Deep Reading"? Five Stages in Internet Pedagogy. 1/29/2008. <http://technologysource.org> 9/2003.